MWC TODAY

AUGUST, 1974

A New College President

The Woodard Era Begins

On July 1, 1974, Prince B. Woodard assumed the office of President of Mary Washington College, becoming only the fifth man to hold the post in the College's history.

A former professor at Temple University and later Director of the Virginia State Council of Higher Education, Mr. Woodard, 52, came to MWC from a position as Chancellor of the West Virginia Board of Regents, the governing body for that state's entire public system of higher education.

Mr. Woodard and his wife, Corinne, are becoming settled at Brompton, the traditional home of the President of the College. Also at Brompton are the Woodard's son, Nelson, who will begin study this fall at Virginia Military Institute, and the family dog, Ginger. The Woodard's two daughters, Blenda and Susan, are busy with academics this summer and so were unable to take part in the family move from Charleston, W.Va. Blenda, 23, is working on her doctoral degree in higher education at Florida State University and Susan, 19, is currently in France for a year of study through Hollins College.

The first official function at Brompton was an outdoor farewell party hosted by the Woodards on July 18 for the departing students, faculty and guests of the Governor's School for the Gifted, which had held a month-long session at the College.

During his first few days on the job, Mr. Woodard surprised reporters by saying that for a number of years it had been one of his dreams to become President of Mary Washington College. He said that through his experience with the State Council of Higher Education he had "come to know Mary Washington very well" and had come to respect its standing as a liberal arts college, a reputation he would like the school to preserve. Under his administration, he said, "it's going to be a case of building on top of what's gone before."

Mr. Woodard, a V.M.I. graduate who holds both a masters and doctoral degree in educational administration, said that though he had no definite changes in mind for the future of the College, he does see some areas which could receive greater emphasis.

"One of the things I would hope we might do," he told a reporter, "would be to increase our scope of services to the community. . . . I don't just mean the City of Fredericksburg. I'm talking about this area of the State, by providing offerings and services which might be needed."

Mr. Woodard relaxes outside Brompton

He added, "I think the geographical location of the College is almost unparalleled. We are within easy commuting distance of just about every conceivable type of resource - Washington on the national level, Richmond on the state level. I am very interested and concerned that we try to acquaint young people with a broader understanding of government and with the economy and with international affairs."

Another consideration, Woodard said, would be in the area of expanding coeducation at the College. He noted that this subject "is one of the key policy questions that the Board of Visitors, the President and the faculty must address themselves to very promptly. . . . As you know, this is a relatively new development for the College. It seems to me, though, that we are a coeducational institution, and that to be significant operationally, the number of males needs to be proportionally larger so that they are not a minority group to the point that they can have little or no voice in anything."

After noting that the current female/male ratio is now approximately 10:1, Mr. Woodard said that "the record indicates that male enrollment will grow, but I would anticipate that the overall enrollment would continue to be predominantly female." He added that this aspect was a part of the uniqueness of the College, and that he would like to see it continued.

In another area, Mr. Woodard said that he sees no lingering problems from the gradual relaxation of social rules at colleges over the past decade. He noted that social changes in the last few years have caused "a very major change in the structure in terms of student rules and regulations and I think that, generally speaking, this has been highly desirable because we have coming to our colleges very mature young people, much more so than 20 or 30 years ago. Our society has become more sophisticated.

"Young people," he added, "know and see many things, through television, for example, and travel. The students are much more worldly in their views than they were. Therefore, I think it makes sense that the rules and regulations under which they operate reflect this."

In the area of professors' salaries, Mr. Woodard said that he would like to see continued raises, especially in light of the "inflationary spiral" and in light of figures which show the salaries for faculty members at MWC to be below the salaries of faculty members at other Virginia state-supported colleges and universities.

He said he would also like to increase the percentage of State funds in the College operating budget so that the College would not have to generate so much of its operating monies from tuition and other private sources.

On day-to-day matters, the personable President said that he was planning to visit College classes and offices to acquaint himself fully with the various aspects of the school. With a smile, he also hinted that he might even ride his bicycle around campus when the weather is nice.

In closing, he added that he had been asked so often about his plans for MWC that when a bolt of lightning struck one of the College buildings on his first day as President, he had laughed it off, saying, "You don't think that's an omen, do you?"

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Enthusiasm Marks Second Summer For Governor's School

MWC Aide Janet Ayers assists student Terry Lumber of Portsmouth in amino acid chromatography.

The humorous sign in the Governor's School Office read:

As soon as the rush is over, I'm going to have a nervous breakdown. I worked for it; I owe it to myself; and nobody is going to deprive me of it!

That's the way it was for both students and instructors at the fast-paced session of the Governor's School for the Gifted held at MWC from June 19 to July 19.

The program, in its second summer, had 157 exceptional high school juniors and seniors at the College for wide-ranging study and involvement in the humanities, the sciences, the social sciences and the performing arts.

The students came from every part of the State to study under the supervision of college and high school instructors and to partake in the varied offerings provided by the Governor's School program, which is funded by the State.

Most of the participants agreed that the program kept everyone busy. In addition to the daily six hours of classes and workshops, the students were able to take in field trips to places such as Richmond, Mount Vernon, Washington, D.C., the Virginia Institute of Marine Science, Lion Country Safari, the Wolftrap Center for the Performing Arts, as well as the historic sites in and around Fredericksburg.

On campus they viewed the singing and dancing "Youth on Stage" troupe, who were rehearsing at the College during part of the Governor's School term, and they heard from Guy Friddell, a Virginia journalist and author of several books about Virginia, including "Jackstraw" and "The Virginia Way." Other highlights included a jazz concert on the lawn in front of Mary Ball Hall, a piano concert by Richard Neher, and a performance in mime by Jewel Walker, a former student of DeCroux, the man who taught mime to Marcel Marceau. And in addition to all of that and the several talent and drama shows the students put on, they were able to view several dozen movies, both classic and modern films, ranging from "The Birth of a Nation" to "Lord Jim" to "2001: A Space Odyssey."

"We kept them pretty busy," Mrs. Katherine Hopper, Director of the Governor's School, said with understatement. "But these high school students were bright and motivated and they were able to take it all in."

Mrs. Hopper, a 1929 graduate of Mary Washington College and a member of the College's Board of Visitors, has worked with high school students for most of her life. She retired in 1972 as head of pupil services for the Fairfax County public schools, but kept busy that summer as head of a workshop for teachers of gifted students, and was honored to accept the post of Director of the Governor's School at MWC.

"It was one of the most enjoyable experiences of my life," she said. "It was delightful to be around these students; a dream, really. They were superb students and there were no discipline problems at all. They were here to learn and to experience things and I believe they sincerely appreciated the opportunity of being in a situation such as this, where they could improve themselves in class or in talking with teachers or in the outside activities."

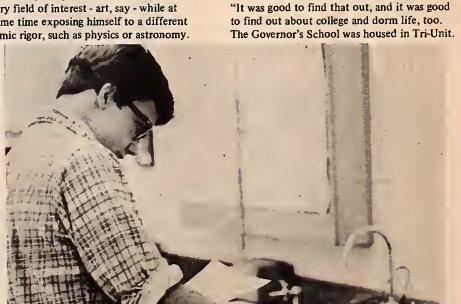
For classes, the students selected a major and a minor area in which to specialize, and these two areas had to be in different fields. Each student, then, would be working on his primary field of interest - art, say - while at the same time exposing himself to a different academic rigor, such as physics or astronomy.

Student Marta Nammack of Alexandria specialized in biology and creative writing, and she said she learned a great deal in both areas.

"The techniques we developed in biology were great! And you know, I can give an EKG now," she acknowledged proudly. The Thomas Jefferson High School student added,"the creative writing class was good, too, but I really liked some of the field trips, particularly to King's Dominion and the Kennedy Center. The whole thing was way above my expectations."

Anna Parenti of Virginia Beach thought that the session was most beneficial to her in sorting out her feelings about her specialty, art, as well as in allaying her fears about college life.

"I found out I'm more into sculpture and drawing than anything else," she said. "It was good to find that out, and it was good to find out about college and dorm life, too. The Governor's School was housed in Tri-Unit.



Bruce Plaster of Roanoke checks an answer on a calculator in physics class.

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I've made alot of friends and have talked alot to regular Mary Washington students, asking them about college and all. Now I'll look forward to it when I go myself."

She added, "I liked the small city here, too. Virginia Beach is too big for anyone to know anyone else. In Fredericksburg everyone knows everyone, knows what's going on in the courthouse. . . I like that. It's good to find out what you feel."

Like Miss Parenti, Matthew Stich of McLean studied in both art and astronomy/physics.

"I was lucky to have a good math background for the astro/physics course," he said. "Mr. Carey (the instructor) did a good job with us. But art was my specialty and I've got three works in the art show in duPont Hall. Sort of modern. But I draw sailboats, too," he added, flipping the pages of his sketchbook to prove his point.

Both Donna Meadows of Elkton and Debbie Sherman of Harrisonburg wished the four-week session was longer.

"By the time you get to know and be friends with someone," Miss Meadows said, "you've got to say goodbye. You spend two weeks meeting them and two weeks getting to know them, but then it's over."

"I didn't know what to expect," Miss Sherman cut in. "I thought it would be easier than it was. . . . But one thing, I learned how to paint!"

Miss Sherman, who attends Montevideo High School, studied in art and French. Miss Meadows, an Elkton High School student, also took French, but rounded out her studies with math and computer science.

"When I came here," Miss Meadows said," I knew nothing at all about computers. But now I can operate one. It's been quite an experience. I wish it lasted for another month."

Miss Sherman added that she had never been on a field trip before, and that she had really enjoyed the various Governor's School expeditions.

(Above) Student Elizabeth Leonard easily completes a difficult math problem; (Right) Students in astronomy class check out a special sun filter.

"We did an awful lot," she acknowledged. "The field trips and classes; I wasn't disappointed with anything, except maybe that it's over."

In reassessing the session, Mrs. Hopper noted that the days ran from 7:30 a.m. to 11:00 p.m. and that they were "full days. Very busy, but fulfilling, I think, for everyone. The purpose of the school was to expose the high school students to advanced programs of study, to appeal to their exceptional talents and intelligence, and I think we accomplished that and much, much more."

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CALENDAR OF EVENTS, 1974 - 1975

First Semester

August 27	Classes Begin
September 9	Leon Bates, Pianist †*
October 7	Claude Kipnis Mime Theater †*
October 10	'Stop The World, I Want To Get Off' †*
October 16 - 20	Fall Drama Production §
October 18 - 20	Parents' Weekend
October 24	The Hartford Ballet †*
December 3	Concert, College-Community Orchestra *
December 7 - 14	Examinations

Second Semester

January 13	Classes Begin
February 12	The Preservation Hall Jazz Band †*
February 15,16	Concert, MWC Dance Company *
February 17	Pittsburgh Symphony Chamber Orchestra †*
February 26 - March 2	Winter Drama Production §
April 11 - 12	**Alumni Homecoming**
April 16 - 20	Spring Drama Production §
April 22	Concert, College-Community Orchestra *
April 27	Concert, MWC Chorus *
May 3 - 10	Examinations
May 17	Graduation

† ***Concert Series***
* ***Auditorium, George Washington Hall***
§ ***Klein Theater, duPont Hall***

Please Note: Curtain time for musical and dramatic presentations is usually 8:00 p.m.

Nominations Needed For Alumni Association Posts

Nominations are needed for the positions of First, Second and Third Vice President of the Alumni Association for the period beginning July 1, 1975, and ending June 30, 1977.

First Vice President is responsible for planning and implementing, in cooperation with the Director of Alumni Affairs, the annual fund-raising program of the Association. The Fund Vice President own committee.

Second Vice President determines and executes plans for the annual meeting of the Association and for other major reunion activities of the alumni.

The Homecoming vice president shall appoint his own committee.

Third Vice President shall be responsible for encouraging and supporting the work of the chapters, providing information and guidance to chapter officers, acting as liaison between chapters and the central office, and representing the chapter viewpoint on the Board. The Chapters Vice President shall appoint his own committee.

Nominations, including the nominee's qualifications, current address and phone number, submitted to the Nomination and Election Committee, Box 1315 College Station, Fredericksburg, Virginia 22401 prior to October 15. All qualified nominees will be considered. Personal interviews will be conducted by the Nomination and Election Committee in deciding who will be the candidates for general election.

A View From The Podium

How Is 'Liberal Education' At Mary Washington College?

By Dr. George M. Van Sant

As expressed in the last issue of "MWC Today," the liberal arts and sciences are the strength of the curriculum at Mary Washington College. In this article, Dr. Van Sant, Professor and Chairman of the College's Department of Philosophy, assesses the liberal arts as a viable educational system and expresses his views about pressures he believes to be impinging on the 'liberal education' around the nation and at MWC. Yet despite the various infringements on liberal education, Dr. Van Sant is positive in his projections and direct in his suggestions about the future of the tradition at the College.

The title question of this article raises a point we should all be thinking about.

In what follows I should like to review some of the things that are going on in the world at large which are affecting liberal education in general, and then I should like to take a look at some of the internal factors presently operating at the College which are affecting liberal education here. Finally, I shall try to present once again the case *for* liberal education and to suggest how each reader of *MWC Today*, whether he or she is a student, faculty member, administrator, alumnus or parent, has a stake and a role to play in the survival and improvement of the liberal arts tradition which all of us have labored to establish at the College. Such an examination of our academic tradition is singularly appropriate at a time when a new president, who is himself strongly committed to our liberal education tradition, is beginning his administration.

What's Happening In The World?

All institutions of higher education in America are going through a period of belt-tightening and reexamination. The factors which are contributing to this retrenchment are well known: a declining birth rate; alternatives to college for many high school graduates; and the huge expansion of educational plants during the sixties. These three factors have combined to reduce the number of students applying to college in relation to the college spaces available to them.

Along with this statistical reality has come a decline in public support of both state-run and private institutions. When I say decline in support I do not mean to imply that there has been an absolute reduction of funding at state institutions. It is simply that there seems to have been a decline in moral support and perhaps, in some cases, percentage of support. The reasons for this diminution of support have been endlessly debated with a considerable amount of finger-pointing, but irrespective of who is at fault, the decline seems real.

Now all of these factors which I have enumerated have had impact on MWC, but in this respect we are not unique. Every college and university, to one degree or another, has been hit with the enrollment problem. Actually, thanks to its good reputation and its able and energetic Office of Admissions, and thanks also to a loyal body of alumni, MWC has fared better than many of its peers in the competition for students.

But there is another trend in America today which is having an especially damaging effect on liberal arts colleges. This trend, like many other things in life, is hard to assess because it contains a mixture of good and bad. I am referring to the ever-increasing emphasis on "career education." As American life becomes more systematized, bureaucratized and computerized, there is an accompanying pressure to try to fit human beings into the system through education. Students are feeling an ever-increasing pressure to make vocational or career commitments at an earlier and earlier point in their lives. A career decision, once made, then becomes the basis on which the student makes all subsequent curriculum decisions.

This pressure to make an early career decision originated, I believe, in the Department of Health, Education and Welfare, which now has a large office devoted to fostering career choice as the basis for curriculum structure. The pressure generated by these studies has permeated down through the Federal and State educational bureaucracy, and we find guidance counselors now asking eighth grade students what they are going to be when they grow up so their high school curriculum can be planned.

As I've said, this is a difficult trend to criticize because there is certainly nothing wrong with asking the student to focus his sights and pick a goal. Furthermore, at least superficially, the college graduate with a carefully tailored educational background seems to have a better time getting a job at graduation, especially if he has been lucky and picked a vocation which still suffers from a labor shortage. But the question which this new emphasis on careers raises is age old: "What are we really giving and getting an education for?"

Dare we venture to answer that it is *more* than just the squaring of the peg to fit into a square hole the day after graduation? Please note that what is being criticized here is not the idea of a career as such, but the idea that the primary purpose of education or even a possible purpose of education is solely to get a job. An educational system that is based exclusively on the acquisition of specific job skills creates very one-sided, quickly obsolescent, human beings. Such a purely job or career-oriented educational system ignores the fact that we are all citizens of the republic with definite political rights and responsibilities; such a system ignores the fact that as individuals we all face moral decisions both on the job and in our personal lives; such a system ignores the fact that, in a society where productivity is constantly on the increase, we have an ever-increased amount of leisure time which we can either use creatively or else kill. Finally, a job or career oriented educational system ignores the heritage of our civilization, our literature and history, and produces "root-less" human beings who are easily manipulable and readily interchangeable in an ever more complex system.

These then are a few of the national factors and trends which are impinging on our quiet academic community on Marye's Heights.

What's Happening Inside MWC?

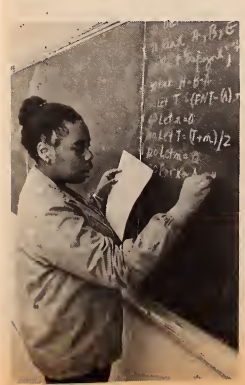
All of the things we have talked about so far are factors and trends affecting just about every college and university in America today. Now let us look at some of the things which have happened or are happening inside Mary Washington and which are having an impact on liberal education here.

First, you may remember that the College extensively modified the requirements for the bachelor's degree several years ago. In response to a very strong national trend, and because of considerable interest within the College,the basic requirements were considerably reduced. Whereas, formerly, almost half of the student's time at MWC was spent meeting basic degree requirements covering a broad spectrum of required courses, now he or she spends only about ¼ of his or her time meeting basic area requirements. English requirements, language requirements, indeed all requirements were modified.

The philosophy behind the new basic requirements was that no single course should be a requirement for a degree. It produced a program which required that ¼ of the student's work be spread over the four broad areas of literature , humanities, social sciences and natural sciences, together with the demand that an additional ¼ of the total program be outside the main field within which the major field lies. It was felt that this set of requirements would provide sufficient breadth to ensure that elusive goal, a 'liberal education.' At the same time, departments were allowed to increase their requirements for a major and, if they desired, to remove the requirements for related fields.

The hoped-for goal of all these changes was that, released from the "straightjacket" of having nearly half of his college program prescribed, the student would be able to meet basic requirements, satisfy major program requirements, and still have plenty of hours left over for pursuing a broad diversification of interests. The faculty, student, administration committee which worked out the changes, the *Ad Hoc* committee as it came to be known, envisioned that the freedom so sought by the students and the maturity which they evidenced would enable them to create programs sufficiently broad to assure a liberal education. At the same time, the student would be pursuing a more concentrated major program than had been the case before.

Now it could be debated whether either the old set of requirements or the new set really guarantees a liberal education. In fact, the debate as to what constitutes a truly liberal education has been going on for centuries. It is fairly easy to say what it is not. We *can* say that a liberal education is *not* an education designed to prepare for some single activity. It is *not* an education focused on some single discipline. But having said this, it is oversimplification to say that it is just a broad study of many disciplines. What these 'many disciplines' are is important. They should be those arts and sciences which constitute the basis of our civilization and prepare the student not only for a job but also for his or her rightful place as an *understanding, feeling* member of the modern world society. To insure such citizens means that the student must receive more than just a casual exposure to language, mathematics, the natural sciences, the social sciences, the humanities, history and literature. Such an exposure will produce several things: 1) a broad shared base of knowledge; 2) a sense of belonging to one's culture; and 3) a set of skills which will equip the student for job or career, for life and for citizenship. Something like this understanding of liberal education lay behind both our old and new requirements for the degree.



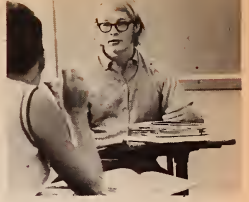
In my opinion, however, the new degree requirements have not worked out quite as envisioned. In fairness to the students, it should be pointed out that they have tried to create the kind of academic programs originally hoped for by the committee. Furthermore, the advisors in the Office of the Assistant Dean for Academic Advising, first under the direction of Professor Nancy Mitchell and now under Professor Sue Hanna, have labored valiantly to guide the students into college programs which would fulfill the hopes we all originally entertained. But pressures from the outside world have produced some internal responses at the College which are proving to be inimical to our ideal of liberal education.

The pressure for career-oriented programs seems to have led to the strengthening of some departments but the weakening of others. Some departments have slightly increased their major program requirements but students majoring in those departments have greatly increased the number of courses taken in that field. Some of the cooperative and interdisciplinary programs have become more popular, particularly those which appear to lead to very concrete and specific jobs. This sometimes has the effect of substituting a new straightjacket for the old one. Finally, in the age of the cost-accountant, departments have been put under some pressure to keep enrollment levels up, and when this has not happened, these departments have in some cases been forced to eliminate positions.

I am deliberately over-stating some of these reactions within our College but, taken together and prolonged for very long into the future, these tendencies do not augur well for liberal education as we have come to know it here at MWC. To state the reaction of the College in another way, our departments are conceivably emphasizing the survival of their own discipline and paying less attention to the total educational process as it affects our students. Thus, we may merely be paying lip service to liberal education while our real loyalties are to our discipline, and our energies are directed away from a consideration of the impact on the student of the total College program.

Why A Liberal Education?

At this point some readers are probably saying, "So what! Maybe liberal education has had its hey-day and we should move on to a more specialized, technological educational program." But surely no thinking person can



feel this way. We have said that a liberal education is a preparation for all of life and citizenship. It gives us a common base of knowledge,"roots," *and* it does give us a set of skills. These things still *do* combine to make a liberal arts graduate a desirable employee, as many employers have always known.

In an excellent report of the Academic Advising standing committee of the faculty, under the chairmanship of Professor William Kemp of the Department of English, this value of a liberal education is expressed very well. Let me quote from that report at some length:

> . . .In fact, these basic skills are the guts of a liberal arts education: the ability to comprehend complex ideas on your own - largely a matter of reading and listening well; the ability to manipulate the complex ideas you have comprehended, to think through their consequences on your own; and the ability to communicate the original ideas and your analyses of them to other people - a matter of speaking and writing clearly. What we are talking about, in short, is the ability to use your mind. Not just a beautiful writing style or an effective platform speaking manner; though these things can be real assets, few employers want people whose only contribution is a certain charm in presenting the hard mental work others have done. In most cases, the desirable employee is the person who can do it all - the learning, the thinking, the presenting . . . .

The values of a liberal education have not disappeared. It is just that we liberal educators have suffered a momentary crisis of spirit and must proclaim anew the lasting value of what we do.

What Can Anyone Do?

Every person reading this publication can contribute something to a rekindling of the liberal arts tradition at the College. If you are a student, you can demand that you be permitted to explore many sides of the curriculum You should dare to investigate unfamiliar or unusual disciplines. You should have the courage to take courses which may require the sharpening of some of the skills Mr. Kemp's

(continued

Liberal Education (CONT.)

committee is talking about. These courses are sometimes hard, but to get a good education is not easy. If education is truly a preparation for life, and if, as John F. Kennedy said, "life is hard," then it is not surprising that the education for life is hard. Finally, students should resist the pressure to commit themselves to complex patterns of courses, straightjacket as it were.

If you are an administrator, then you must balance cost-effectiveness considerations against the total program of the College. We may have to tolerate less productive programs, for a while.

If you are an alumnus, you can continue to send us the wonderful students you have sent in the past. Also, you can support our program through your influence and, perhaps, through your contributions.

If you are a parent, you can ease off the pressure on your student to land a dream job the day after Commencement. Encourage your son or daughter to explore, broaden his or her horizons, and acquire a set of skills in College rather than a set of tickets.

I have saved my recommendations to my fellow faculty members until last because ours is the most difficult task. We must rededicate ourselves to the educational program of the College as a whole. We must once again ask ourselves the deep searching questions about what we are really doing and why. We must take a critical look at where our own discipline fits into the total program of the College. We must resist the insidious trend of thinking only of ways to recruit students for our own department, and begin thinking of all departments.

Liberal education at Mary Washington College is not dying, and if all of us pull together, we can assuredly keep on course and fulfill the promise which MWC has always had. We can continue to send forth into the world liberally educated citizens.

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*********** REMEMBER ***********

********* PARENTS' WEEKENO *********

******* OCTOBER 19 - 21 *******

This year's Parents' Weekend will feature a host of activities designed to keep everyone interested and busy. Included on the schedule are dramatic and musical presentations, a talent show, a synchronized swimming presentation, tours of the campus with opportunities to meet with the student's professors, and so much more! So mark the dates and plan to come to Fredericksburg for this year's Parents' Weekend!

***** PLAN TO JOIN IN ON THE FUN! *****

Futures Look Bright

Jobs and Careers: The MWC Story

To get a job after college, some people have said, it is necessary to study in a specific technical-vocational undergraduate curriculum.

But some administrative and faculty members at the liberal-arts oriented Mary Washington College, however, do not agree with that contention.

Miss Isabel Gordon, Director of the Placement Bureau , is one of those who disagree.

"A liberal arts education mixed with a few specific skills picked up at graduate school or in a management trainee program," she said, "will get a student farther in a career than will a strictly technical undergraduate program. In studying the liberal arts and sciences, the students here and at other liberal arts schools learn how to learn, they're adaptable and unlimited in their capabilities, unlike the vocational students who will come out of college knowing how to do only one thing really well."

She added,"Job managers are looking for someone who knows how to think for themselves, not for someone who can merely follow someone else's technique."

The long list of jobs now held by recent MWC graduates shows many in graduate school, many in sales and marketing, a large number in cartography and science-related positions, and a considerable number in teaching.

"But the trend is away from teaching," Miss Gordon said. "The jobs just aren't there. They're in business and industry."

Miss Gordon noted that among the employers of recent MWC graduates are a number of the nation's largest companies, such as IBM, A.T.& T., and Monsanto, some of whom have made special recruiting visits to the College.

"It's funny," Miss Gordon noted. "The big companies are coming to hire the women. The male students here are at somewhat of a disadvantage because to a large degree the companies come here looking for the qualified female graduate to fill their trainee posts. Years ago these companies were forced by the government to hire women, but they have found that the women could do the job as well as the men, so they're after more of them. The market is just being tapped."

She added,"We're lucky to have a good academic program and a good name with the businesses. Our students are doing very well in the job market. Two of this year's graduates are starting in marketing at Monsanto at $950 a month. So the jobs are out there. Our only problem is to educate the students as to what's available."

Miss Gordon agreed that "the personality angle comes in to all of it, no matter what your academic background. That's the way it is. Employers look not only at your academic record but at your outside activities as well. They don't want the straight-A student who does nothing else with his time. They want the well-rounded person, and the liberal arts program is perfect for helping the student be just that. It's an extremely good background, whether your career is as a homemaker, a teacher or a business executive."

What About Alumni?

A random check through the files of the Alumni Association has unveiled a wide range of alumni careers, including occupations such as research scientist, speech pathologist, homemaker, teacher, geographer, and dozens of other fields. For your information, here are a few examples:

Donna Damaris McCord *Dickman*, **'64**: *Director, Institutional Hearing Conservation Program, Washington, D.C., Hearing and Speech Society;*

Doris E. Harless, '51: *Associate Economist, Federal Reserve Bank of Richmond, Va.;*

Emma Jane Davis *McDermott*, **'42**: *Director of Public Relations and Alumnae Secretary, Southern Seminary Junior College, Buena Vista, Va.;*

Joanne Catherine Neher, '71: *Supervisor of Social Services, Department of Social Services, Harrisonburg, Va.;*

Diana G. Buckwalter, '52: *Mathematics Teacher, Granby High School, Norfolk, Va.;*

Nancy Herr *Fallen*, **'39**: *Associate Professor, Virginia Commonwealth University, Richmond, Va.;*

Marianne Radich *Schuman*, **'69**: *Business Office Representative, New York Telephone Company, New York City, N.Y.;*

Patricia B. Garrison, '63: *Science Coordinator, Douglas County, Ga., School System;*

Leslie A. Lynch, '73: *Industrial Relations, Bethlehem Steel Corporation, Chesterton, Ind.;*

Ann Luther *Phillipe*, **'49**: *Learning Disabilities Teacher, Portsmouth, Va.;*

Corrine Conley *Stuart*, **'49**: *Actress, "Days Of Our Lives," Burbank, Calif.;*

Sandra J. Fromknecht, '71: *Lieutenant, U.S. Air Force Intelligence Division, Takhli Royal Thai AFB, Thailand;*

Ann B. Henry, '70: *Cartographer/research assistant, National Geographic Society, Washington, D.C.;*

Virginia Gilmer *Crumpler*, **'41**: *Associate Professor, Virginia Highlands Community College, Abingdon, Va.*

*

'64 Alumna Chosen Outstanding Teacher

Kathryn Austin Keck, *'64*, has been chosen an "Outstanding Elementary Teacher in America" in the Southeast Region for 1974.

Mrs. Keck, a language arts teacher at the Burlington, N.C., Day School, will be competing with winners from four other regions for the national title, which is accompanied by an educational grant.

Winners of the regional awards were judged on the basis of talents in the classroom, contributions to research, administrative abilities, civic service and professional recognition.

Following graduation from MWC, the Bassett, Va., native took graduate study at the University of North Carolina and at Appalachian State University. Mrs. Keck has taught in Bassett and in Hickory, N.C., and was formerly head of the language arts department at the Turrentine Middle School in Burlington.

In addition, she is a member and former officer of the National Association of Educators and a member of Delta Kappa Gamma, an international sorority for outstanding educators.

Margaret Foley '47 Named Director

Margaret Drummond Foley, *'47*, has been named Director of the Richmond, Va., Department of Mental Health and Mental Retardation. She is the first woman to be named head of a City department.

Mrs. Foley had been acting Director since August, 1973. She formerly served as a clinic administrator for the State and had been an assistant professor of social work at Virginia Commonwealth University from September, 1969, to June, 1973.

From 1964 to 1969, Mrs. Foley was chief of Richmond's Social Services Bureau, a part of the Department of Public Welfare.

A native of Accomac, Va., she holds a psychology degree from MWC and a masters degree in social work from the Richmond Professional Institute.

She and her husband, Pat, live in Richmond and have two children, Meg, 6, and Ames, 4.

Distinguished Alumnus Award Open To Nominations for 1975

June Christian Tuttle, '53, Chairman of the 1975 Distinguished Alumnus Award Committee, is asking your cooperation in seeking qualified nominees.

The award is given annually to an alumnus who has been distinguished in a profession, the arts or sciences, or humanitarian causes.

Nominations are encouraged from any individual. The following information should be included in a letter of nomination: reasons for nomination, other references who may be contacted, and the address and name of the person making the nomination.

Any alumnus, with the exception of current members of the Board of Directors, is eligible for the award.

Nominations must be received by December 1, 1974, and may be sent to Mrs. June C. Tuttle, D.A. Chairman, Box 1315 College Station, Fredericksburg, Virginia 22401.

Virginia Felts Brown, *'50*, the new president of the MWC Alumni Association, is a resident of Fredericksburg who previously served the Association as vice president in charge of Homecoming. She said recently that her goal as president is "to bring the Alumni Association into the mainstream of the College community" by "expanding existing programs and developing new ones as they are needed." With an eye toward the future, Mrs. Brown said that "as MWC begins a new era with its new president, the Alumni Association should and will become more involved in the College and will play a more decisive role in the life and policy making of the College."

Other Alumni Association officers are: ***Helen Starnell*** Wills, ***'42***, president elect; ***Mary Belle*** Carson, ***'71***, first vice president in charge of the Alumni Fund; ***Sylvia McJilton*** Woodcock, ***'61***, second vice president in charge of Homecoming; ***Ronda Ellis*** Smith, ***'64***, third vice president in charge of Chapters; and ***Conchita deMedia*** Gilbertson, ***'47***, fourth vice president in charge of Classes.

MWC TODAY

READERSHIP SURVEY

We need *your* help to best serve you! In an effort to keep our communications with you interesting and vital, we ask that you take time to complete this survey. This is *your* chance to tell us your reactions to the format and content of *MWC Today*. All responses should be sent to the Office of Information Services, Mary Washington College, Fredericksburg, Virginia 22401.

Please identify yourself:

___ Student ___ Staff
___ Faculty ___ Parent
___ Alumnus (Class of '___) ___ Other Friend

1. How often do you read *MWC Today*?

2. What part(s) do you read first? *(Please list in order of preference)*

3. Please list any particular stories or articles you enjoyed in recent issues.

4. Which areas of College life would you like to see covered?

5. Should there be more or less use of photography?

6. Do you read the Class Notes?

7. If yes, do you read a particular class only, or other classes as well?

8. If you do not read the Class Notes, why not?

9. What is your reaction to the class agent/letter format of Class Notes? Would you prefer a more concise summary of that news?

(continued on back page)

ARCHIVES

READERSHIP SURVEY (CONT.)

10. Does your household receive publications from other colleges? (Sent to spouse, children, etc.) If so, please list.

11. How does *MWC Today* compare with the other college publications you are receiving in A.) attractiveness of format; B.) informational content regarding the institution; C.) readability?

12. Does *MWC Today* meet your needs in keeping abreast of the College today? Please elaborate.

Any further suggestions or comments?

MWC TODAY

Mary Washington College
Fredericksburg
Virginia
22401

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MWC TODAY

Prince Woodard, New President of MWC

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Second Summer For Governor's School

(ARTICLE, PAGES 2 & 3)

The Liberal Arts At Mary Washington College

(A VIEW FROM THE PODIUM, PAGES 4 - 6)